

days. In my third volume dealing with *Individual Histories*, I hope to offer a study of one or two of these, since the psychological problems they presented are of the greatest interest.

The rest of the group were quite "ordinary" children in every sense except their intellectual gifts, which were in every case of a high order. As I have stated in *Intellectual Growth in Young Children*, the mean mental ratio for the whole school was 131. I had nowhere the problem of stupidity to deal with, and even the most difficult of the children had the (to me) endearing quality of high intelligence.

I have already pointed out that if the behaviour recorded in this volume is to be properly valued, it needs to be read in conjunction with the records of the children's intellectual achievements offered in my first volume. In particular, it would be very unjust to the school and to the children concerned if those who read this book do not refer also to the chapters in *Intellectual Growth* giving the full background of the ordinary life of the school, viz., *Four Sample Weeks* and the *Summary of Activities*. Only there can it be seen how much of artistic and practical achievement and happy dramatic play, as well as of discovery, reasoning and thought, even the difficult children accomplished, and that even in their most difficult period.

A word may be said about the comments of visitors to the school. It was very striking to me; and an object-lesson in the difficulty of forming just judgments of the schools or institutions that I might myself visit, to notice how greatly the opinions of visitors varied, according to the particular happenings they saw on the particular days they came. (During the first year we had an observation

gallery for
visitors, but later we gave this up, as it was
very disturbing
to the children, since so few people could refrain
from moving
and talking in a way that showed the children
they were being
observed.) Many people saw the school on
difficult days, and
most of them took it for granted that the
children never did
anything but squabble and say disagreeable
things. Others
saw it on happier occasions, and then their
comments some-
times were, " But of course *you* have such an
easy problem—
they are such delightful children ! "